

6 month reporting date 7/23/04 X  
12 month reporting date 1/23/05 X  
Closed 1/24/2005 X

## South Shore Improvement/Progress Report Form

Principle: 4 – Procedural Safeguards				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>24:05:30:04. Prior notice and parent consent.</u> Written notice which meets the requirements of § 24:05:30:05 must be given to the parents five days before the district proposes or refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child.</p> <p>Through interview and a review of student records, the monitoring team found consent was not obtained for evaluations administered to students in 3 files. For example, a social skill assessment and a behavior evaluation were administered but were not included on the prior notice/consent signed by the parent. Transition evaluations were administered, on 2-28-03 and another on 11-14-03, without parent consent. A Brigance Inventory of Early Development was administered to a student on 11-03 without parent consent.</p>				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district ensures parents are fully informed of all information relevant to the activity for which consent is sought.				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>Consent will be obtained for all evaluations given to students.</p>				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

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<p>What will the district do to improve?          The district will have parental input and consent into all evaluations for all students. Criterion referenced evaluations will have permission.</p> <p>What data will be given to SEP to verify this objective?          The Northeast Cooperative will check all evaluations completed and ensure parent consent was obtained for all evaluations. The number of evaluations checked and the percent that contain parent input will be submitted to the SEP.</p>	<b>January 2004 to continuous</b>	<b>NESC Special Educators</b>	<b>Not Met</b>	<b>Met Jan '05</b>
<p>Please explain the data (6 month)          Two files of students who were reevaluated were checked by the NESC and 100% contained documentation of parent input into the evaluation and the evaluations to be completed, including criterion referenced evaluations.</p>				
<p>Please explain the data (12 month)          There were 2 initial evaluations and 1 reevaluation within the last six months and all had parent participation into the evaluation process.</p>				
<p>Principle: 5 – Individual Education Program</p>				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)  <u>24:05:27:01.03. Content of individualized education program.</u>          A student's IEP must contain present levels of performance based upon the specific skill areas affected by the student's disability. The present levels of performance are based upon the functional assessment information gathered during the comprehensive evaluation process. Present levels of performance must contain the student's strength, needs, effect of the disability on the student's involvement/progress in the general curriculum and parent input.</p> <p>In 8 of 10 files reviewed, present levels of performance did not consistently contain the student's involvement or progress in the general curriculum or strength in the skill areas affected by the disability.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district ensures the IEP contains all required content.</p>				

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<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>Present levels of performance will include the student's strengths, needs, progress in the general curriculum, parent input and be linked to functional assessment.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>What will the district do to improve?          When writing present levels of performance, the student's strengths, needs and involvement in the general curriculum will be written for every skill area affected by the disability.</p> <p>What data will be given to SEP to verify this objective?          The NESC will check 50% of present levels of performance written following evaluation and report the number checked and percent of present levels of performance that contain required content for each skill areas affected by the disability.</p>	<p><b>January 2004 to continuous</b></p>	<p><b>NESC Special Educators</b></p>	<p><b>Not Met</b></p>	<p><b>Met Jan '05</b></p>
<p>Please explain the data (6 month)          The NESC checked one student's IEP who had been reevaluated, and the present levels of performance contained all the content for each skill area affected by the student's disability (100%).</p>				
<p>Please explain the data (12 month)  <b>Six student files were checked by the NESC Assistant Director who has been reevaluated or initial evaluations. The present level of performance contained all the content for each skill area affected by the student's disability. (100%)</b></p>				
<p>Principle: 5 – Individual Education Program</p>				

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>ARSD 24:05:27:01.03. Content of individualized education program.</u> Present level of performance: A statement of measurable annual goals, including benchmarks or short-term objectives, related to: (a) Meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum; and (b) Meeting each of the student's other educational needs that result from the student's disability.  In 3 files reviewed, annual goals did not represent a skill the student could reasonably accomplish within a 12 month period. For example, "he will work on anger management helping him to deal with anger in a positive manner," and "he will understand classroom vocabulary."				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district ensures the IEP contains all required content.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) All goals and objectives will be skill specific and linked to the functional assessment.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
What will the district do to improve? The staff will have an in-service on writing goals and objectives to make them skill specific.  What data will be given to SEP to verify this objective? The date and names of those attending the in-service will be sent to the SEP.	<b>February 2004 to continuous</b>	<b>NESC Special Educators</b>	<b>May 19, 2004 In-service</b>  <b>Met</b>	
Please explain the data (6 month) The NESC presented an in-service on writing goals and objectives with the special education teacher and speech/language in attendance.				
Please explain the data (12 month)				

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<p>What will the district do to improve?          Annual goals and short term objectives will be skill specific and link to the functional assessment.</p> <p>What data will be given to SEP to verify this objective?          Fifty percent of the IEPs will be checked by the NESC for skill specific information in the goals and objectives. The number checked and percent that contain skill specific goals and objectives will be submitted to the SEP.</p>	<p><b>January to continuous</b></p>	<p><b>NESC Special Educators</b></p>	<p><b>May 21, 2004</b></p> <p><b>Met</b></p>	
<p>Please explain the data (6 month)          Seven student IEPs were checked by the NESC, and 100% of the files contained skill-specific goals and objectives.</p>				
<p>Please explain the data (12 month)</p> <p><b>Six student files were checked by NESC, and 100% of the files contained skill-specific goals and objectives.</b></p>				
<p>Principle: 5 – Individual Education Program</p>				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)  <u>ARSD 24:05:27:01.03. Content of individualized education program.</u>          The IEP must contain an explanation of the extent, if any, to which the student will not participate with non-disabled students in the regular class and in activities described in this section.</p> <p>Through interview and a review of 6 files the team determined the justification for placement did not address the student's instructional needs resulting in the removal from the regular classroom setting. For example, "he will be able to receive the help he needs with written language, spelling, vocabulary and counseling."</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.          The district ensures the IEP contains all required content.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The district will ensure that the placement committee provides a written description of the student's instructional needs resulting in the removal from the regular classroom setting.</p>				

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>What will the district do to improve?            The Special Education staff will have an in-service on writing justification statements.</p> <p>What data will be given to SEP to verify this objective?            The date and those attending the in-service will be sent to the SEP.</p>	<b>January to continuous</b>	<b>NESC Special Educators</b>	<b>May 19<sup>th</sup>, 2004 In-service  Met</b>	
<p>Please explain the data (6 month)            The special education teacher and the speech/language therapist attended an in-service presented by the NESC on writing justification statements.</p>				
Please explain the data (12 month)				
<p>2. What will the district do to improve?            All justification statements will contain an explanation of the extent, if any, to which the student will not participate with non-disabled students in the regular class and in activities described in this section.</p> <p>What data will be given to SEP to verify this objective?            IEPs will be checked by the NESC for content of justification statements. The number checked and percentage of IEPs with correct justification statements will be submitted to the SEP.</p>			<b>May 21, 2004  Met</b>	
<p>Please explain the data (6 month)            Fourteen student files were checked and 100% had correct justification statements.</p>				
<p>Please explain the data (12 month)  <b>Six files were checked and 100% had correct justification statements.</b></p>				
Principle: 5 – Individual Education Program				

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<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)  <u>24:05:27:01.02. Development, review, and revision of individualized education program.</u>          In developing, reviewing, and revising each student's individualized education program, the team shall consider the strengths of the student and the concerns of the parents for enhancing the education of their student, the results of the initial or most recent evaluation of the student, and as appropriate, the results of the student's performance on any general state or district-wide assessment programs. The individualized education program team also shall:          (1) In the case of a student whose behavior impedes his or her learning or that of others, consider, if appropriate, strategies, including positive behavioral interventions, strategies, and supports, to address that behavior.</p> <p>Through interview and a review of 4 files, behavior was cited as a concern and evaluations were administered. When addressing whether the behavior impedes learning, the IEPs stated, "no plan is needed, the student is seeing the counselor." The present levels of performance for another student identified specific behavioral needs. The IEP team checked "no" for this student, when considering if the behavior of the student impeded their learning.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district ensures the IEP contains all required content.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>One hundred percent of students showing behavior concerns will have it addressed in the IEP with objectives and/or in the consideration of special factors.</p>				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>What will the district do to improve?            Special Educators will have an in-service regarding the process to implement when behavior is an area of suspected disability.</p> <p>What data will be given to SEP to verify this objective?            The NESC will check 100% of students with behavior problems and see that they were properly documented in the IEP. A written summary of those results will be sent to the SEP. The names of staff who attended the in-service will be submitted to the SEP.</p>	<b>January to continuous</b>	<b>NESC Special Educators</b>	<p><b>May 19, 2004 In-service</b></p> <p><b>Not Met (In-service piece of objective has been met)</b></p>	<b>Met Jan '05</b>

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Please explain the data (6 month)

The special education teacher and the speech/language therapist attended an in-service presented by the NESC pertaining to the correct process when behavior is an area of suspected disability.

The NESC checked the files of two students with behavioral concerns. One IEP contained a goal and objectives to address the student's behaviors. The second file indicated that the student's general classroom behaviors impeded learning with the inclusion of positive intervention strategies (i.e., preferential seating, frequent breaks and provision of free time for completion of assignments).

Please explain the data (12 month)

Two student files were checked and 50% had behaviors impede learning with intervention strategies. The other one was not complete with behaviors checked and no intervention was addressed. These were the only students with behavioral concerns and teachers know how to handle this in the future.